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AUTHOR Bryant, Antusa S.; And Others
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ABSTRACT

This guide for Adult Basic Education (ABE) teachers in reading instruction was developed at a Mankato State College workshop. It is divided into three sections: (1) the placement of students in reading materials and instructional programs, (2) the diagnosis of basic word recognition skills (sight words, phonics, and structural analysis), and comprehension skills. As a supplement to the document are three appendixes on placement materials, tests and forms for diagnosis and evaluation, and materials and techniques for instruction. (BP)

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A

GUIDE

FOR READING INSTRUCTION

IN ADULT BASIC EDUCATION

Prepared By

Antusa S. Bryant - Mankato State College
Hal B. Dreyer - Mankato State College
and
Listed Workshop Participants

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TABLE OF CONTENTS

		PAGE NO.
	Introduction	1
CHAPTER		
I.	The Placement of Students in Reading Materials and Instructional Programs	1
II.	The diagnosis of Basic Word Recognition Skills	5
III.	Instructional Techniques and Materials for the Development of Word Recognition and Comprehension Skills	13
	Introduction	13
	Word Recognition Skill Sequence	14
	Sight Words	19
	Phonics	23
	Structural Analysis	33
	Use of Context	36
	Use of Dictionary	36
	Developing Comprehension	39
	List of Materials (Bibliography)	41
APPENDICES		
A.	Placement Materials	44
B.	Tests and Forms for Diagnosing and Evaluation	47
C.	Materials and Techniques for Instruction	78

INTRODUCTION

This guide for Reading Instruction in ABE was developed in a workshop directed by Dr. Antusa Bryant of Mankato State College. The project was funded by Mankato State College and Section 309 (C), Title III P. L. 91-230.

The great need for this kind of a guide is evidenced by the fact that there is presently nothing like it available and the data presented by the International Reading Association show that in this country there are presently 47,000,000 adults who read below the level of functional literacy.

This guide will probably be found not to be complete enough to meet every ABE teacher's needs nor will the suggestions be entirely applicable in some cases, but it is a source that provides a place to start. This guide can obviously be refined and extended by using and applying the included information in the actual teaching situations that ABE teachers are involved in.

The workshop participants and consultants spent many hours in work sessions evaluating materials, tools, techniques, and methods and relating them to the experience of the ABE teachers involved.

The following participants and consultants involved in the project hope that you will find the Guide useful and will forward any kind of input you feel would make it more effective.

Participants:

1.) Mary Babcock
5034 3rd Ave. S.
Mpls., MN 55419
612-825 4951

2.) Carol Briggs
510 Larson St.
Hutchinson, MN 55350
897 3421

3.) Marilyn Buckingham
13225 Oakland Drive
Burnsville, MN 55337
612-890 7741

4.) Helen Conway
1600 E. Minnehaha Parkway
Mpls., MN 55407
612-729 3175

5.) Harlan Copeland
Burton Hall
University of Minnesota 55455
612-376 3501

6.) Sister Marie Diehl
6520 Zane Ave. No.
Mpls., MN 55429
612-535 7381

7.) Carol Fisher
4681 Barbara Ave. E.
Inver Grove Heights, MN 55075

8.) Kathryn Froemming
RR#2 Box 121 A
Hutchinson, MN 55350
612-879 6878

9.) Eloyce Horndon
3500 Park Ave. So.
Mpls., MN 55407

10.) Dana Jensen
4644 York Ave. So.
Mpls., MN 55410
612-926 5793

11.) Susanne Johnson
6201 71st Ave. No.
Mpls., MN 55429
612-566 3983

12.) Nancy Koubik
2442 Rice St. #82
St. Paul, MN 55113
612-483 6429

13.) Bernice Krusemark
R2 Box 105
Slayton, MN 56172
507-836 8077

14.) Beverly Luke
550 Larson St.
Hutchinson, MN 55350
612-879 5724

15.) Alice Maxson
811 Harmon R3
Le Sueur, MN 56058

16.) Violet Meyer
35 Natchez Ave. N.
Golden Valley, MN 55422
612-377 0802

17.) Marjorie Owens
1606 Upton Ave. No.
Mpls., MN 55411
612-529 5659

18.) Greta Ploetz
3216 Gettysburg
Mpls., MN 55427
612-544 6851

19.) Marcia Roush
3215 W. 146 St.
Rosemount, MN 55068
423 1307

20.) Barbara Sadler
7443 West Circle NE
Mpls., MN 55432

21.) Linda Strand
5740 Boone Place
New Hope, MN 55428
612-537 9098

This Guide was developed in three separate sections as follows:

1. The placement of students in Reading Materials and Instructional Programs.

2. The Diagnosis of Basic Word Recognition Skills

    A. Sight words
    B. Phonics
    C. Structural Analysis

3. Instructional Techniques and Materials for the Development of Word Recognition and Comprehension Skills.

CHAPTER I

INTRODUCTION TO INITIAL PLACEMENT AND INSTRUCTION

A student's introduction to Adult Basic Education is extremely important. Before a teacher can work well with students and achieve effective results, he/she must establish a certain rapport. The following suggestions may be helpful in creating a friendly and conducive atmosphere for learning.

The teacher should make a special effort to greet the new student personally, even though he may already have seen a counsellor. She should offer a chair, and if the student smokes, an opportunity to have a cigarette. In the course of conversation she should find out by what title the newcomer wishes to be addressed. Ask him about his family and extend him a compliment for having decided to join the class in order to refresh his knowledge.

Inquire about his expectations from the class, what he feels his needs are, and how he can be most helpful. It should be explained that the teacher is there to carry out his wishes and if he is failing to do so he should feel free to tell him. This gives him a sense of directing his own progress.

Accept the student as a person with his own individual personality and values. A teacher should never force his own principles or values onto the student. No negative remarks should be made about his hair, dress or life style.

Introduce the newcomer to the other students and set the stage for other students to know that the teacher wants a friendly, cooperative spirit among them.

Involve the student in a learning situation immediately and try in every way to make it successful.

The personal problems, social life, and family life of the teacher should remain in the background unless the conversation lends itself to personal interjections.

Be informal in a professional way. Sincerity, cheerfulness, friendliness, and respectfulness should be the instructor's outstanding attributes.

LISTEN CAREFULLY to what the student has to say and try not to give a negative response to his statements. Try to respect the views expressed by the student.

Whenever possible, ask the student's opinion on various topics. Try to answer his questions. Indicate that all of his questions are important. If the teacher does not know an answer, he should admit it and proceed to find the answer; or relay the answer at a later time.

Show an interest in the student's progress; asking him how he feels things are going.

Be willing to explain the meanings of statements so the student does not misinterpret anything that is said.

Dress neatly and becomingly out of respect to the students. Many times a teacher can set a good example in the art of good grooming.

If a student is absent, call him and find out if he is ill and let him know that he was missed by the students as well as by the teacher.

Do not invade the privacy of a student. However, if they feel it would be beneficial initiate a class list, including their addresses and phone numbers.

If the student is a very slow learner, it might be good to deal with him as a teacher would deal with ESL students; ask him to <u>translate</u> the page. When he has finished comment on how well he did the translation. Then he does not associate the reading with a failure in his past life.

Most importantly, you are working with adults. Respect is the key word.

THE PLACEMENT OF STUDENTS IN READING MATERIALS
AND INSTRUCTIONAL PROGRAMS

FINDING THE INSTRUCTIONAL RECREATIONAL AND FRUSTRATION LEVELS FOR READING INSTRUCTION

Our purpose is to find recreational or frustration independent level first so as not to embarrass or frustrate adult students. Instructional level is determined from independent level and from continuing evaluation in each session with the student.

Procedure for finding independent reading level (material student is comfortable reading)

A. Select and prepare materials

1. Adult or varied interest content

2. Represent 3 main reading levels:
   a. 1-3 grade level
   b. 4-5 grade level
   c. 6-8 grade level
   Evaluate reading materials according to SMOG readability formula or other formulae. (See Appendix)

3. Know the kinds of comprehension questions needed at the three main levels to get an idea of comprehension. (Samples in Appendix)

B. Arrange attractively and let student select materials he wants to read.

C. Ask him to read silently and tell him you will identify any words he requests. If he asks more than five (5) out of 100 words of a selection, encourage him into easier material and have him read that silently until comfortable material is found.

D. Question him with five (5) questions of appropriate kind (see Appendix). Four (4) out of five (5) correct responses indicate his independent reading level. Three (3) out of five (5) indicate his instructional reading level. Two (2) or less out of five (5) indicate his frustration level.

E. Ask adult student to read orally and if he is willing, tape his reading. Explain that this is only for the teacher's use. If he refuses, listen carefully for major mistakes in oral reading. If he hesitates, supply the word immediately and count as a missed word. Count errors in your mind.

1. Kinds of errors to be aware of:
   a. Refused words (pronounce for him after a 5 second pause)

b. Omitted words, parts of words, or phrases
c. Repeated words and repeated phrases
d. Ignored punctuation

2. If a student has more than 2% or less than 10% in errors in 100 words, the material indicates good instructional level. If a student has 2% or less in the number of errors, material indicates good independent level. If a student has more than 10% oral errors, the material indicates his frustration level.

F. Special Situations

1. Be Aware of Physical Deficiencies: hearing difficulties, vision, speech or dental problems. Know referrals that would be helpful to the student.

2. English as a Second Language

a. Conduct an extensive interview of the student to find out how much literacy he has in his own language.

b. Provide instruction in beginning skills. E.S.L. students need extensive oral language experience along with the teaching of reading.

FINDING THE READING POTENTIAL OF THE ADULT STUDENT

We believe that listening with comprehension is a good indication of reading capacity.

Procedure for finding the reading potential (capacity) of the adult student.

A. Using advanced level materials, read to the student.

B. Orally check comprehension by asking five questions. Use type of question appropriate to the level of the material read. (See Appendix).

C. If the student can answer four out of five questions accurately, consider this his reading capacity level.

CHAPTER II

THE DIAGNOSIS OF WORD RECOGNITION SKILL DEFICITS

The testing of students in ABE Reading Programs pose a real problem. Extensive, insensitive testing may cause a student to drop out of instruction before you can really get started., In view of this possibility a discussion of establishing rapport and setting up a comfortable testing situation seems in order.

When a new student enrolls the first step may well be an interview with the lead teacher--this can be done right in the classroom. During the interview talk with them about their family, past school experience, hobbies and interests they have--in other words get acquainted. This bit of conversation helps the student relax and begin to realize that the teachers are interested in him as a person.

Then ask the student what skills they are especially interested in improving in our class. Suggest to them what types of help you are prepared to give--all the facets of ABE--and sometimes they will say that they could use another skill as well.

When the skill target area has been determined, tell them that everyone is allowed to work at their own rate of speed in the classes and progress will be noted only by looking at each person's individual improvements. In order to do this the teacher explains that some testing will be needed so that a starting point can be established. Also explain that reports must be filled out for the State Department of Education and these reports must include records of testing to validate the program. Let them know that it is understood that testing isn't much fun, but the 'fun' will come later when they see the progress that has been made.

Usually it is appropriate to introduce the new student around--it depends on the student. Normally an ABE class includes students from ages 17 to 70 and several different language backgrounds may be represented. The students who have been in the program for a while are the ones who give special encouragement to the new ones. With this kind of interaction there is a very warm relationship that can be established among the students.

When testing is begun, try to make it as informal as possible and begin with the easiest tests so as to build confidence. These tests may include the days, months, and alphabet inventory and the writing of a friendly letter; after this, one might administer the Wide Range Achievement Test--because it is quick, standardized, and <u>does</u> have a <u>wide</u> range. If the teacher is testing for reading or spelling, the next test may well be the "sounds" test which is done on a one-to-one basis so that teacher-encouragement is offered throughout. Depending upon the results of these tests, the teacher will know how the student reacts and which tests to use next. A student who is 'struggling' will only do portions of the next tests.

In testing for reading check for sight word knowledge by administering the Dolch Word List and a list of "irregular" words which you may have hand-printed on cards (included in appendix). The student handles the cards while the teacher scores on a form and this tends to be more relaxing than looking at a page full of words. The phonetically-regular words are on a sheet of paper which is sectioned off into groups according to the type of skill. The student reads from one copy, using a marker under a row at a time, while the teacher marks on another.

The spelling tests come from the same lists and may be placed on tape to be used by those who might be able to do it--this offers a little variety and cuts down on the possibility for embarrassment. However, it is

usually more successful when the teacher orally dictates the words to the student.

Anyone who is working on math skills will likely begin with some 3-minute timings on the basic facts in addition, subtraction, multiplication, and division; following this, the student could be asked to do a placement exam for the particular math program used.

The student should play a big role in the correcting these tests and recording the scores on forms. It is frequently appropriate to have him record errors made on "trouble spot" sheets--these errors will be used as prime targets for beginning lessons.

Students quickly get used to the classroom testing situation if math, spelling and reading tests are a regular part of a week's program--the first words used are those misspelled on days, months, or other entry tests. After teaching the skills has begun, the spelling lists may be drawn up from errors made in their lessons so the students see a real relationship between their class work and the testing. An oral reading or comprehension lesson can be a very subtle, informative and informal testing situation.

Students are discouraged at times, but when you can refer the student back to his starting point and honestly ask him, "Can't <u>you</u> see some improvement?" Invariably they can or the teacher is able to show them where there has been improvement.

Teachers should try to be very flexible and work with different students occasionally--to offer encouragement and a new approach. Everyone is glad when someone succeeds in reaching a goal--you should constantly share the excitement of learning!

The "key" to any part of a program working is to consider the <u>person</u>

involved and his feelings.

Diagnostic materials specifically written for adults in the area of word recognition skills are limited. However, many of the tests written for children and teenagers in this area are also appropriate for diagnosing adult word recognition skills.

The entries in the following synopsis of ability and reading tests were chosen on the basis of:

1) adaptability of material to adults

2) length of time needed to administer

3) scoring ease of said material

A wide range of diagnostic materials is included for evaluation so that teachers will have access to different methods of testing and can choose what best suits their situation.

A brief description of each entry is included and, in some instances, copies of the material will be found in the appendix.

ABLE

Karlsen, Madden, and Gardner
Harcourt, Brace, and Jovanovich, Inc.
7555 Caldwell Avenue
Chicago, Illinois 60648

This standardized test written specifically for adults has three forms, I, II, and III, in increasing order of difficulty. Vocabulary, reading, spelling, and math are included.

BOTEL PHONICS MASTERY TEST

Follett Publishing Company
1010 West Washington Blvd.
Chicago 7, Illinois

Level A of this test could be used as an auditory discrimination vehicle. The particular subparts should be used at the teacher's discretion. Directions could be altered slightly so that student repeats just what he hears.

The test as a whole is a comprehensive phonics test, not too time comsuming to administer and easy to score.

DIAGNOSTIC READING SCALES (TABE)

California Test Bureau
Curricular Publications Division
Del Monte Research Park
Monterey, California 93940

This test includes three levels of difficulty (E,M,D) and an indicator test to determine which level of difficulty a student should be placed in. Only the E form would indicate problems in word recognition skills. This form also includes problems in math and following directions.

Forms M and D include reading comprehension, math, language skills, and spelling.

The E, M, and D forms are each comprehensive in their respective areas, and they are standardized.

The locator test could be used in a group situation to find reading problems.

DOLCH WORD LIST

Tests sight vocabulary and spelling. The forms found in the appendix were made by Beverly Luke and Kathryn Froemming.

WORD ANALYSIS TEST	This test was written to supplement other reading tests that did not seem to cover all areas of word recognition skills. A sample copy is included in the appendix.
GALLISTEL-ELLIS LINQUISTIC READING AND SPELLING ADAPTED TEST	Tests consonants, vowels, blends, dipthongs, digraph sounds, and reading words. Simplification of the scoring and the forms of the original test was done by Kathryn Froemming.
KUCERA-FRANCIS LIST	Tests sight vocabulary and spelling. The forms found in the appendix were made by Beverly Luke and Kathryn Froemming.
PHONICS KNOWLEDGE SURVEY	Dolores Durkin and Leonard Meshover Teachers' College Press Teachers' College Columbia University, New York This test covers all phonetic areas including syllabification. It is easily administered and could be given to adult students with no change in the format.
SRA READING LABORATORY I PHONICS SURVEY	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611 This is a comprehensive phonics survey with incidental visual discrimination possibilities. It is intended to be used with SRA Reading Laboratory material, but can easily be adapted to finding problems in word recognition skills.
TESTS OF PHONIC SKILLS	Ginn and Company 450 W. Algonquin Road Arlington Heights, Illinois 60005 This is a simplified phonics inventory. The reading level of words used is indicated. Probably other reading series have their own phonics inventory. This survey would be appropriate to use as an indicator of progress in word recognition skills.

WEPMAN AUDITORY DISCRIMINATION TEST (FORMS I AND II)

Language Research Associates, Inc.
175 Delaware Place
Chicago, Illinois 60611

This test is given on an individual basis. The instructor is seated behind the student during the test. If this procedure is threatening to the student, the teacher may be seated next to the student, taking care that the student does not watch her lips.

WIDE RANGE ACHIEVEMENT TEST

J. T. Jastak
Guidance Associates
Delaware, Inc.
1526 Gilpin Avenue
Willmington, Delaware

As the name indicates, this test goes beyond word recognition skills. Spelling, math, and reading level are also tested. It was chosen for inclusion in this synopsis because it is not time consuming to administer, the form is easy to understand, and it is standardized.

One difficulty to be noted is the tendency for the problems or words to become complex quickly. Adapted scoring form in appendix.

OTHER POSSIBLE DIAGNOSTIC RESOURCES

ARTHUR POINT SCALE
subtest - SEQUIN FORM BOARD

Psychological Corporation
304 East 45th St.
New York, New York 10017

A pure performance test which can be translated into IQ. Takes 5-10 minutes to administer. Culture free.

INFORMAL READING DIAGNOSIS

Thomas C. Potter and Gwenneth Rae
California State University
Northridge
Prentice Hall, Inc.
Englewood Cliffs, New Jersey

This text offers enumerable diagnostic reading materials. Helpful to a teacher in constructing original diagnostic tests.

TEACHING READING TO THE DISADVANTAGED ADULT

Prentice Hall, Inc.
Englewood Cliffs, New Jersey

WOODCOCK READING MATERY TESTS

Richard W. Woodcock, Ed. D. (University Minn.)
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

CHAPTER III

INTRODUCTION TO INSTRUCTIONAL TECHNIQUES AND MATERIALS FOR THE DEVELOPMENT OF WORD RECOGNITION AND COMPREHENSION SKILLS

The following outline describing instructional techniques and materials for the development of word recognition in adults was compiled by a writing team of teacher participants at the Adult Basic Education Workshop. The basic outline of "Word Recognition Skills" included in the workshop kit served as the framework for the organization of materials which might be considered "kitchen-tested recipes" for the development of sight vocabulary, phonics, and structural analysis skills. A copy of this outline precedes the listing of material and technique suggestions.

Initial experiences enabling the student to recognize and write upper and lower case letters and to see and hear differences between letters and words must be provided prior to the work on word recognition. Many of the materials mentioned in the following outline offer suggestions for building these prerequisite skills and adaptations of listed techniques may be used for this and other areas listed on the outline.

The following outline of the word recognition skill sequence is largely one of emphasis. That is--a teacher would not normally teach all the consonant sounds before introducing any vowel sounds--but the emphasis would stay on the consonant sounds until mastery is assured. Obviously a teacher will instruct in the sight word and use of context areas throughout the whole sequence.

Word Recognition Skills Sequence

I. Sight Vocabulary

II. Phonics

A. Consonants

1. initial consonants

2. final consonants

3. consonant blends

4. consonant digraphs

5. variable consonants c, d, g, s, and x

6. functions of silent consonants

a. meaning (know, not)

b. pronunciation (night, dough)

c. syllabication (rabbit, summer)

B. Vowels

1. long vowels (vowel digraphs, final silent, and open syllable)

2. short vowels (one vowel in a closed syllable)

3. controlled vowels (by r, l, and w)

4. schwa (in an unaccented syllable)

5. diphthongs (oi, ou, oy, ey, ew, and ow)

III. Structural Analysis

A. Meaning units

1. roots

2. stems

3. prefixes

4. suffixes and endings

B. Pronunciation units (syllables)

1. generalizations

a. VCCV

b. VCV

c. -le

2. exceptions (don't divide blends or digraphs)

C. Accent

IV. Use of Context

V. Use of Dictionary

Word Recognition Skills (Examples)

I. Sight Words

II. Phonics

A. Initial Consonants

Often have silent function b f h j k l m n p r t v w y z

variable c d g s x

Examples of silent functions

climb	debt	heir	ghost	knot - meaning
khaki	rhubarb	know	knot	sight - pronunciation
				rabbit - syllabication

condemn psalm calm

pitch listen bowl

Examples of variability

c certain	city	cylinder	s
c cat	arc	fact	k
x mix	axle		ks
x exhaust	exact		gz
x xylophone	xylem		z
q queen	acquire		kw
q boquet	conquer		k

g	gentle	ginger	gypsy	j
g	gallant	ghost	wig	g
d	picked	wrapped		t
d	do	wanted		d
s	see	ask	tops	s
s	heads	wags	was	z

B. Final Consonants

C. Consonant Blends

bl fl sc st
br fr sk sw
cl gl sl tr
dr gr sm tw
cr pl sn scr
dw pr sp str

D. Consonant Digraphs and Variable Examples

ch	chap	chef	character
ph	phone	Stephen	
th	thin	the	
sh	she		
wh	what		
gh	rough		
ng	sing		

E. Vowels

Examples of variability

go	she	try	solo	(Open syllable)
cat	red	mit	cut	(Closed syllable)
cube	meat	hailstone	keepsake	(Vowel Teams)

	wild	find	sight	---		
	old	behold	scold			
	fence	prince	badge	fudge --	Examples of Exceptions	
	field	chief	piece			
	freight	vein	weight	---		
	by	rye	cry		(Sounds of y)	
	merry	quietly	heavy		" " "	
	myth	system	lymph		" " "	
schwa	button	buttan	buttin	butten	buttun	
	art	her	dirt	nor	fir)	
	care	mere	fire	sure	)	Controlled
	law	few	now		)	Vowels
	tall	always	ball		)	
	educate	gradual	joo	)		
	mutual	punctuate	choo	)	Special Consonant -	
	facial	mission	action	sh)	vowel combinations	

18 commonest vowel combinations used with their variability

ai -	paid	aisle	said
au -	auto	laugh	
ay -	say		
ea -	each	steak	dead
ee -	meet	been	
ei -	either	height	eight
eu -	feud		
ey -	they	honey	
ie -	pie	chief	friend
oa -	coat		

oe - toe shoe

oi - oil

oo - hook pool flood

ou - out ought dough soup cautious could

oy - toy

ue - cue

ui - built guise suit

uy - buy

Structural Analysis

A. Compound Words

row boat	bath tub	mail man
rowboat	bathtub	mailman

B. Root plus endings

begged	begging	druggist	teacher

C. Root or stem plus prefix and/or suffix

unclean	reread	happily
bondage	subnormal	unkind
worthless	independency	

D. Syllabication

VCCV (divide between the consonants)

cannon	sudden	wigwam
harbor	cinder	basket

VCV (divide before the consonant)

famous	hotel	direct
locate	spider	water

-le (include consonant preceding le in last syllable)

marble	muscle	bugle

-le (con't.)

noble	table	radar

Exceptions

Don't divide consonant blends or digraphs (exceptions to above)

teacher	machine	athlete
agree	secret	weather

INSTRUCTIONAL TECHNIQUES AND MATERIALS FOR THE DEVELOPMENT OF WORD RECOGNITION AND COMPREHENSION SKILLS

I. Sight Vocabulary

Learning rate should be tested to see if the student can remember words taught and the maximum number which can be presented at one time. Print 4 - 10 words on flash cards (depending on suspected ability), teach the words making sure meanings are given, and test for retention after an interval of at least an hour (Durrell, 1956). It has been found that presenting more words than a student can retain results in loss of memory for all of the words, and retention is increased if students' everyday vocabulary is considered in preparation of materials. Language Master (Bell and Howell) Dolch and Kucera list. Record word on one track and a short sentence incorporating the word on the second track. The "Word-Picture Program" contains nouns (objects seen everyday, action verbs, and basic concepts as "Danger!" "Poison, etc.") Prepare cards using words and signs from driver's test, citizenship materials, etc. Tape recorder. Record each word from the Dolch or Kucera list individually and in a sentence. Numbered cards or a word list would be used with the recording. Order should coincide with frequency of use. Students should be given time after each word is presented to write the word. An overhead projector could be used. As students hear words from the tape (via

earphones so as to pick up only the instructor's pronunciation) the instructor would point to the word on the transparency. Also, tape stories, songs, etc. and have the student read the material as it is heard. E.D.L. Tach-X (McGraw-Hill) filmstrips may be used to flash words for quick word recognition, spelling practice, and vocabulary building. Tach-X Word Recognition Book RA-AA (select and underline the word flashed. 3 given) Word Recognition Book BA-FA (words flashed and used to complete sentences.) Word Watching Spelling Program (Visual memory approach.)

The Reading Tutor (Learning Systems, Inc.)

Place the words in the empty space of a Bingo card stencil and play "Word Bingo". The "Group Word Teaching Game" (Garrard Publishing) has the Dolch words printed on Bingo cards.

Crossword Puzzles. Crosswords Around the U.S.A. (Doubleday and Company, available at B. Dalton)

Quick drills with Dolch or teacher-prepared 1" x 3" cards. The student is asked to arrange cards in a row as each word is called, point to word as it is pronounced, turn each over in the order given, read each one as he picks it up, puts it down, etc.

Tic-tac-toe. Arrange word cards to simulate a tic-tac-toe board and pairs of students play the game - turning a word over if it can be correctly and instantly pronounced.

Checkers. Tape white pieces of paper on the black squares of a checker board. Play as checkers, but student must be able to read the word on a square before placing his checker on it. (Students should be approximately the same reading level. Some adult students react negatively to competitive material and the result would be counter-productive.)

Write action directions on slips of paper. Students read them silently and do as directed ("Write your last name on the blackboard.")

Write letters of the alphabet on the blackboard with a number (1-26) under each and have students decipher the message.

EXAMPLE: 13-15-6-6-5-5- 20-9-13-5

Write words on cash register tape. Insert tape in a cardboard tachistoscope (Durrell, 1956). It can be made so that the word is visible on both sides through the "window" which has been cut in the cardboard. A wider window may be used to expose phrases containing Kucera words.

Label objects in the room. Remove the labels at a later date and check for recognition. Adaptations may be made by labeling tools, kitchen utensils, etc.

Words taken from application blanks may be put on flash cards. Pertinent information could be printed on a permanent card for personal student use. (References, former employers, etc.)

Word list drills. Have students place numbers to the left of each of 8-10 words in a list. (In random order) Read a word and have students respond with the number, then read the numbers rapidly and have students respond with the word. Lists of phrases may be numbered and read in the same manner. Echoic and Neurological-Impress Remedial Reading Method by R. G. Heckelman (see workshop kit) may be used with words, phrases, and sentences in stories. Kinesthetic reinforcement for words using a sand tray ("portable blackboard"), a magic slate, or trace letters of words with Elmer's Glue. Label objects in current magazines and have students read the labels on the prepared pages.

Put days of the week, months of the year, and numbers 1-20 on large posters to be displayed on a classroom wall. Abbreviations may be given.

List words easily confused on the board (horse-house-home, when-then-on-no, was-saw, etc.) Point to a word and erase it quickly. Students respond naming the word.

Prepare completion sentences which necessitate a choice in words of similar appearance.

Men and women live in _____.

_____ live in barns.

houses - hoses - horses

Laminate a chart of easily confused words as "want" and "went" with plastic so the student can accomplish closure by filling in missing letters with a grease pencil.

Want - ant, w - nt, wa - t, wan - want.

Went - ent, w - nt, we - t, wen - went.

"The Functional Reading Word List for Adults" - M. Adele Mitzel. Words taken from government pamphlets, vehicle codes, newspapers, application and credit blanks, menus, etc. Use in quick recognition drills, or for syllabication exercises, dictionary practice, etc. Incorporate words in short sentences.

Words frequently reversed or mispronounced (as "was" and "saw") may be printed with the first letter red or green to call attention to letter order. List of words frequently reversed may be found in Reading Aids Through The Grades (Russell, 1970) on pp. 33.

Concentration

Place pairs of word cards face down on the table. The object of the game is to remember where the like cards are and to pick up matching pairs. Each player turns over two cards in each turn and reads the words aloud. If they match he may keep them and take an extra turn. The player with

the most books wins.

Pick-A-Slip

Print single words or phrases on slips of paper or small cards. Write a number from 1-3 in a corner of each slip. Place the slips face down on the table. Two or more players take turns picking slips and reading them. If a player reads a slip correctly he may keep it; if not he returns it to the table, face down. When all of the slips have been picked, each player adds up the numbers on his slips to determine his score.

Career Education - Vocational - Technical Series (Allied Education Council) Words taken from various occupational areas may be used in a variety of ways.

A typewriter may be used by a student for word reinforcement.

II. Phonics

A. Consonants

In teaching initial and final consonants, blends, and digraphs, the following techniques and materials may be used:

Language Master. Phonics Program Sets 1 and 2. (Initial and final consonants, blends, and irregular phonetic elements.) Pictures illustrating consonant sounds may be taken from Mott 300 A, Laubach materials, etc., and paper-clipped to Language Master cards to coincide with recorded sounds for each letter/s.

Orton-Gillingham or Language Tool Kit card packs. (Educators Publishing Service). Cards could be added to the student's pack as they are learned and used for review and blending practice. Guides such as a Guide to Teaching Phonics (Orton, 1964), Language Tool Kit (Rome, 1972) and Project Read materials used in Bloomington, and the single letter phonic method by R. L. Schreiner, included in workshop materials, may be

used.

Select and number several objects in a picture of adult interest. Have students name the numbered objects, listen to the way each begins, and give the corresponding letter.

Bingo - have students cover the letter corresponding to each consonant sound pronounced by the teacher.

Scrabble tiles - Have students put the letter corresponding to the consonant sound pronounced by the teacher on his "rack".

Letters on cards (as those in Sullivan Programmed Reading for Adults materials) may be traced with Elmer's Glue and the sound pronounced at the same time. (Fernald's technique of "see-say-feel-write".)

Select pictures from magazines to correspond to the consonant sounds. Print four consonants below each picture and have students point to, circle, then the proper letter. An object in a picture may be pointed to and the student would respond with the initial consonant.

The student may read a short story and then see the same story with beginning or ending sounds, blends, digraphs, etc., erased with lines indicating missing parts. Have the student reread the story filling in the missing parts.

Lip-reading - Pronounce consonants with little or no sound and have students respond with consonant name.

Scrapbook - Cut edges of pages so they may be thumb-indexed. As various consonant sounds are studied, pictures may be found and added to the lettered pages. The correct word may be written beside the picture, and a flap could cover the word to allow for spelling practice or so that students can attempt to give the word, before it is seen.

Place three consonant letters in front of a student and have him indicate initial sound by pointing to the proper letter as each word is pronounced to him.

Newspapers - Have students circle elements being studied (as "sh") and read the words.

Blend box - Students draw cards which have words beginning with blends (underlined). The word is read and another word given beginning with the same blend.

Poetry - Students read a copy of the poem in Phonics (Scott, 1962) which begins "Cr" is in cross and cry and cream, "Dr" is in dress and drop and dream.

Pronounce groups of three words and have students tell if these words begin or do not begin with the same consonant blend and label the blend. (Small, sun, smoke)

Riddles - Ask questions whose answers contain the desired digraphs. "We do this to our food." (chew) "Something in which a treasure is kept." (chest)

Flip charts or cards to allow a change of digraphs or blends at the beginning, middle, or end.

Paste library-style envelopes on a large piece of cardboard. On each pocket print a digraph. As a new word containing a digraph is learned, print it on a card and place it in the correct envelope.

Target Red cassettes (Field Educational Publications, 1972) Initial consonants (7,8,27,28) Ending (9,10,29,30) Blends (31-36) Digraphs (37) Manual may be used for teaching.

Target Yellow cassettes - 1-10 Blends (21-26) Digraphs (27-30)

Conquests in Reading (Kottmeyer, 1963) pp. 42-44, 66-67.

Dr. Spello (Kottmeyer, 1968).

SRA Word Games.

Word Attack by Clyde Roberts. "How Consonants Are Sounded" pp. 44-61. Lists of words for particular consonants at beginning, middle, and ends of words. Blends - pp. 83-86. Digraphs - pp. 74-82.

Reading Aids Through the Grades by David Russell. Lists of words with particular final consonants - pp. 40-41.

Tach - X Word Watching 2-3-4.

Auditory Discrimination in Depth (Lindamood, 1969) Materials give in-depth experience in distinguishing differences and similarities in sounds pronounced by the teacher and tracking the sequence of sounds using colored blocks and/or felt squares. Production of sounds is stressed. Files and card games in kit. Use of a hand mirror has also been found to be effective. Teach blends in words - not in isolation, which interferes with word blending.

SRA Reading Lab - Elementary Edition.

GAMES FOR STRENGTHENING WORD ANALYSIS SKILLS

ALPHABET GAME - Beginning Sounds

Make a number of small square cards on which are printed all the letters of the alphabet, one letter per card. Three or four of each vowel should be included. Blends such as gl, tr, etc., may be included. Only those word elements which have been taught should be used. Place the cards face down on the table. The players take turns selecting an alphabet card and naming a word which begins with the letter or blend. If they cannot name a word in a reasonably short time they put the card back. When all the cards are picked up, each player tries to spell as

many words as he can with the cards he has collected. The winner is the person who has the greatest number of cards and words combined. A score can be figured by counting one for each card collected and ten for each word spelled. Each card should be used only once in spelling a word.

DOMINOES

This game is similar to the regular domino game except that words are used instead of dots on the dominoes. This is an excellent game for the th and wh word beginning study. Examples of words that could be used are:

that	then	there
what	when	where

You can write the words you wish to use in the game on the ends of rectangular 1" x 2" cards. Each word should appear six times, as a double (same word on each end) and in a combination with each of the other words. Each player takes seven dominoes and the remaining dominoes are placed face downward in the so-called "bone-pile". The first player must play a double domino, the second player must play a domino with the same word on one end. He must name the word on the exposed end. The third player tries to match the exposed ends, and in turn names the word the next player must match. If a player cannot play on either end, he must draw from the "bone-pile" until he draws a domino that he can play. The first player to play all of his dominoes wins the game.

Laubach series - Skill Book 1

Variable consonants c, d, g, s, and x.

Have students read prepared stories containing many words using the element being studied.

EXAMPLE: "The _____dge Mystery"

Pronounce words containing hard and soft c's and g's and have students

write an "h" or a "s" on paper and pronounce the word.

Put words containing hard and soft c's and g's on strips of paper and have students place them in proper columns under the headings "Hard g", "Soft g", "Hard c", and "Soft c".

Have students read and complete rhymes as:

Three men stand at the top of the ridge

As the car drove quickly over the bridge

Game "Spin Hard - Spin Soft" (Lyons and Carnahan)

Language Master - Set III (Word Blending and Word Analysis Techniques)

Sounds of "c" and "g" in Word Attack (Roberts) pp. 70-73

"Consonants and Their Variant Sounds" in Teachers Resource File;

Word Attack (Wisconsin Design for Reading Skill Development. Interpretive Scoring System, Minneapolis, 1972. Folders containing materials for each of the skill areas.)

Tach - X Word Watching 4 - pp. 21.

Dr. Spello - pp. 12-13, 31-32, 61-63.

Conquests in Reading - pp. 95-97.

Mott 300 B - pp. 103-120, 133-136.

B. Vowels

1. Short vowels

Solving Language Difficulties (Steere, 1971) Excellent teaching aid for adults.

Build words around a medial short vowel using tiles such as with Scrabble.

Phonic Rummy - (Kenworthy) Target letter is printed in red.

Game "Card Calling" in Reading Aids Through the Grades (Russell, 1970) pp. 42.

Use Orton - Gillingham card pack. Build words with letters, keeping the middle vowel constant, and have students respond as letters are changed at

beginning and end. Change medial vowels periodically.

Language Master. Phonics Program - Cards with words containing short vowel changes.

Gallistel-Ellis Diagnostic Teaching Materials (Word lists for each short vowel sound.)

Dr. Spello - pp. 8.

The Schmerler Instructional Sequence and Strategies For Reading and Spelling (Schmerler, 1973). Excellent teaching materials based on concept learning.

Programmed Reading for Adults - (Sullivan, 1966).

Games - S.R.A. Word Games 7, 25-28.

Lyons and Carnahan's "Spin and Win".

EDL Tach - X Word Watching 2 (Lesson 5-8) 3 (Lesson 1-4) and 4 (Lesson 1-6, 17).

EDL - Go Book (Goldstein and Spache - McGraw Hill).

Prepare multiple choice sentences which focus attention on the medial vowel.

EXAMPLE: The woman made a (rig, rag, rug)

Write a word such as "well" on the board and have students give rhyming words. Then change the vowel to spell "wall", "will."

Give rhyming words for each.

Lists of words for each short vowel are given in Word Attack (Roberts) pp. 35-37.

Mott 300 A - pp. 25-43.

Conquests in Reading (Kottmeyer) pp. 4-10, 14-16, 20-22, 25.

Laubach series - Skill Book 2.

2. Long Vowels (vowel digraphs, final silent "e", and open syllables)

Language Master Phonics Program Set 1.

(Long vowels and vowel combinations)

Mark vowels short and long in a list of words. Picture and number (but do not label) 5 objects which contain long vowel sounds: (a cake) (leaf) (tie) (coat) (flute). Have students repeat the words listening for the vowel sounds. Words may be listed below the pictures, to be numbered according to the corresponding vowel sounds ("Name - 1", "use - 5", etc.).

Place words such as "can" on the front of a strip of paper and put the final "e" on the back of the opposite end so that when the strip is turned back it changes "can" to "cane".

Gallistel-Ellis Diagnostic Teaching Materials.

(Word lists for practice on each phonetic element)

Dr. Spello - pp. 16.

Tach - X Word Watching 2 (pp. 16-19) 3 (pp. 8-9) 4 (pp. 7-11).

Target Yellow cassettes - 31-38.

Reader's Digest Advanced Reading Skill Practice Pad .

SRA Word Games - Games 10, 29-34.

Conquests in Reading - pp. 56-58, 61, 49-51.

Game "Spell It" anagrams (Lyons and Carnahan).

Laubach series - Skill Book 3.

Vowel - O (used with a Bingo type sheet)

Teacher places vowels on the Bingo sheet. Draw cards in turn. Put a marker on the vowel sound which is in the card drawn. Interspersed through the pile are "sorry" cards. If these are drawn-up, no marker may be placed on the sheet.

3. Controlled vowels

Vowel + "r". Listen for "ar" and "or" in words and write or tell which combination is used in each word. (for, card, farm, corn, dart, garden, hard, etc.)

Language Master cards .

Tach - X Word Watching 2 (p. 15, 38) 3 (p. 11, 32) 4 (10, 11).

SRA Word Games - Game # 35.

Laubach Series - Skill Book 2.

Dr. Spello .

Conquests in Reading pp. 76.

Mott 300 B pp. 15-28.

"Aw and au" "Eu and ew" in Word Attack (Roberts) pp. 64-65.

Reader's Digest Advanced Reading Skill Pad - pp. 23-24.

Word lists in Word Attack (Roberts) pp. 64-65.

Have students fill in the blanks in a story with either "saw" or "was". (Words easily confused)

Mott 300 B - pp. 42.

4. Dipthongs (oi, ou, oy, ey, ew, and ow)

Word Attack (Roberts) pp. 66-68.

Tach - X Word Watching 2 (pp. 19, 21) 3 (18-19) 4 (20-27).

Conquests in Reading - pp. 72-74.

Mott 300 B - pp. 30-38.

SRA Word Games - pp. 37-38.

Dr. Spello - pp. 28-29, 31.

Put dipthongs and consonants with variant sounds on 1" x 3" cards. Have students match those which sound alike (oy-oi, er-ir-ur, g-j, etc.)

Reader's Digest Advanced Reading Skill Pad - pp. 25.

"Sounds of "oo" in Dr. Spello - pp. 30, Tach - X Word Watching 3 (p. 17) and 4 (p. 27), Conquests in Reading - pp. 71, Mott 300 B - pp. 28, and SRA Word Games # 36.

Phonic Rummy (Kenworthy) Dipthongs are printed in red and the rest of the words in black.

5. Word Families

Working With Words and Building Word Power (Steck-Vaughn).

System for Success (Follett).

Mott 600 A.

Phonetic Word Drill Cards (flip cards by Kenworthy Education Services).

SRA Word Games - 15-19.

"Glad Lad" (Lyons and Carnahan) cards are drawn to make words.

"Phonic Word Builder Game" (Ideal). The student forms words using cards with single consonants and patterns. Put patterns beginning with, for example, "a" on a representation of steps on a poster, and have students follow "a" down the steps - reading each one as they move downward (ab-ack-ad-ag, etc.).

Bingo Blanks - Fill patterns in the squares.

Divide tagboard or heavy paper in vertical rows and print patterns as "ack - ock - ick" at the top of each row. Students take small picture from an envelope (a tack, clock, jacket, etc.) and place them under the proper heading. Cut 2 - 2" x 5" tagboard strips. Print a beginning consonant or blend in the middle of one strip. Cut 2 horizontal slits after the letters so that the other strip containing the patterns may be pulled through the "window".

Phonics (Scott) pp. 335-341. Patterns are listed with several words for each.

Word Attack (Roberts) pp. 70.

Place a number of patterns and 3 or 4 sets of consonants in an envelope. Have student see how many words can be made from them and write the words on paper. Use the phonogram list from "Vocabulary of Rhyme".

Webster Collegiate Dictionary G. and E. Meriam Co. (In workshop kit).

III. Structural Analysis

A. Meaning Units

Roots and Stems

Target Blue - Cassettes 3, 4, 11-12, 13-26.

Word Attack (Roberts) - pp. 93-100, 101-109.

Mott 300 A - pp. 45-48.

Mott 600 A .

Language Master.

List common word roots, meanings, word examples, and derivations.

"Approaches to Vocabulary Development Through Knowledge of Word Structure - Roots, Prefixes, Suffixes" (Conway, 1966).

List common prefixes which have been discussed as to meaning and usage. Opposite them list words to which these prefixes can be added. Students draw lines connecting prefix to proper word.

List root words with various endings on cash register tape and pull them at an increasing rate through a tachistoscopic device (slower, slowly, slowest, slowness, etc.) .

Jackal Material.

Prefixes

Write a root word on a tagboard strip and pull the tagboard containing prefixes and/or suffixes through slits cut before and following the root word. List base words (as "port") and put prefixes and suffixes at the

bottom of the page. Have students make as many new words as possible using the prefixes and suffixes (report, transport, porter, portable, import, export, etc.) Put a base word on the blackboard and change endings rapidly having students read each one orally. Example: Soft-softly-soften. Show tenses of verb by listing the base word and additions or change to the base word to show present, past, and future.

Root	Now (Present)	Yesterday (Past)	Tomorrow (Future)
I walk	he is walking	he walked	he will walk

Reader's Digest Advanced Reading Skill Pad - pp. 33, 34-36, 38, 60.

Tach - X Word Watching 3 (pp. 36-37), 4 (29, 30, 32, 33).

Conquests in Reading - pp. 46, 114-127, 130-132.

SRA Word Games - pp. 39-44.

Dr. Spello - pp. 64-70.

Suffixes and Endings

Feign deafness to call attention to ending. Ask, "Was the word particular, or particularly?" List pairs of words with similar structure. Have students circle parts that are alike and draw a line under parts that are different. Example: forget forward.

Comparative endings. Have students draw a line from each word to the picture it describes. ("Taller - tallest") following a discussion of "er" and "est" endings.

List ending as "er-est-ed-s-ing" at top of a page. The student selects the correct ending. Example: The large man _____ to the house. (walk)

Material on base words and ending in Word Attack (Roberts). Have students circle the correct form. Example: The tree is taller - tallest than the house.

Conquest in Reading (Kottmeyer) pp. 12, 18, 53, 60.

Mott 300 A - pp. 45-63.

SRA Word Games - pp. 20-24.

Dr. Spello - pp. 34-44.

Lurals - Target Blue cassette - #7 - 10.

Language Master - Cards showing change of endings on words.

Games - "Watch the Endings" or "Crazy Eights".

WATCH THE ENDINGS

A set of small cards is cut. Sets of three are arranged in the following manner:

crown crowned crowning

Five cards are dealt to each player at the beginning of the game. The object is to get as many complete sets as possible. For example, if one player gets the cards with crown and crowning at the top, he might ask the other players for the word crowned. If the other player does not have the card, he has to draw from the deck.

CRAZY EIGHTS

A deck of 40 cards 2" x 3" are used for the game. Words containing parts to be emphasized are printed clearly near the top of the cards. For example, if ing, er, and ight are to be studied, print 10 cards with words containing ing, 10 with er, etc. Make 6 cards upon which the figure 8 has been printed. The object of the game is to get rid of the cards. Deal four cards to each player. Place the remainder of the pack in the center of the table. The player at the left of the dealer begins by placing any one of his cards face up on the table, reading it aloud. The next player must play a card from his hand containing the same word element. If the player does not have a card with the same element and has an "8" card or a word card, he can play, he must lose his turn and

the next player may continue. If a player does not read the card he plays, he must take it back also. Separate games could be made for families and word endings.

B. Pronunciation units (syllables)

EDL Tach - X Word Watching 2 (pp. 29-31) 3 (21-24, 31, 34) 4 (15-18) and Aud - X.

Target Blue - cassettes 31-37.

Word Attack - pp. 69-70, 87-92.

Solving Language Difficulties (Steere, 1971).

Conquests in Reading - (Kottmeyer, 1963) pp. 101-112.

Dr. Spello - pp. 48-60.

Game "Syllable Count" Lyons and Carnahan.

Schmerler Sequence and Strategies - For Reading and Spelling.

C. Accent

Target Blue - #38.

IV. Use of Context

Using The Context (Barnell Loft, Ltd.)

EDL Listen and Read (McGraw-Hill)

V. Use of dictionary, newspapers, phone books, First Aid Manual, and other coping skill materials.

Everyday Reading and Writing - (Laubach)

FIND THE WORDS - NEWSPAPERS, ETC.

1. Three 4 syllable words

   A. _____

   B. _____

   C. _____

2. Six words with silent letters

   A. _____ D. _____

   B. _____ E. _____

   C. _____ F. _____

3. Eight words with double vowels

   A. _____ E. _____

   B. _____ F. _____

   C. _____ G. _____

   D. _____ H. _____

4. Five words each with silent w, gh, b

   A. _____ D. _____

   B. _____ E. _____

   C. _____ F. _____

5. Homonyms for:

   A. Pear- _____

   B. Cell- _____

   C. Plain- _____

6. Find a word that has "an" in it.

7. Find a little word inside a bigger word.

8. Find a three syllable word.

9. Find a four syllable word.

10. Find a compound word.

11. Find a word with "ight" in it.

12. Find a question mark.

13. Find a root word with an ending.

14. Find a word that has a prefix and a suffix.

MATERIALS SPECIFICALLY DESIGNED FOR ABE READING INSTRUCTION

Available from:

New Readers Press
Box 131
Syracuse, New York 13210

1. Be Informed Series

   Reading level third to fifth grade.

   Topics:

   - Personal Credit
   - Buying an Auto
   - Social Security
   - Finding a Job
   - Reading a Newspaper
   - Taxes
   - Money
   - Drugs

2. Signs

   Readers for non reading readers.

3. The Streamlined English Series

   A series of worktexts and readers for ABE students.

4. News For You

   Weekly newspaper on current topics available at third grade level and fifth grade level.

VI. Developing Reading Comprehension

When the student has developed word recognition skills to the point of being able to read selections or content materials, attention should be given to checking on and developing comprehension. Questions cutting across the various levels of comprehension can be used to evaluate and instruct in the various kinds of comprehension. (See Appendix C for examples.)

In initial instruction in comprehension use materials at the independant reading level of the student. If comprehension is very limited, give the student a guide question for each sentence and then discuss with him the answer to that question after reading. Gradually increase the number of questions before each reading task and the vocabulary level.

Samples of various materials specifically designed for developing comprehension are as follows:

1. Reader's Digest Skill Builders

   Each book contains twenty stimulating stories and articles from Reader's Digest rewritten for reading levels grade two through six. Comprehension questions follow each article.

   Available from:

   Reader's Digest Educational Division

   Pleasantville, New York

2. The Barnell Loft Specific Skill Series

   Short reading selections followed by comprehension questions available in reading levels grade one through six. Each level has specific books which cut across the following comprehension levels: Following Directions, Using The Context, Getting The

Facts, Locating The Answer, Working with Sounds, Getting The Main Idea and Drawing Conclusions.

Available from:

Barnell Loft Ltd.

958 Church Street

Baldwin, New York 11510

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Drawing Conclusions, Detecting the Sequence.

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Career Education. The Mott Basic Language
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Allied Education Council.

Wisconsin Design for Reading Skill Development.
Research and Development Center at the
University of Wisconsin. Minneapolis:
Interpretation Scoring Systems, 1972.

Suggested Audio-Visual Aids

1. Cyclo-teacher. Field Enterprises Educational Corporation, Merchandise Mart: Chicago, Illinois

2. Flash X. Educational Developmental Lab, Inc. Division of McGraw Hill: Huntington, New York.

3. Language Master. Bell and Howell. Audio-Visual Products Division: 7100 McCormick Road, Chicago, Illinois 60645

4. Overhead Projector.

5. Reading Tutor. Learning Systems, Inc.

6. Tach - X and accompanying Word Recognition Workbooks RA-AA, BA, CA, DEFA. Webster-McGraw Hill: Manchester Road, Manchester, Missouri.

7. Tape Recorder. Hitachi cassette. Viking A. V.: 14850 Highwood Drive Minnetonka, Minnesota Concord Model 220 - reel to reel: 1935 Armacost Avenue, Los Angeles, California 90025

APPENDIX A

E_____
W_____
Class Hours _____

ADULT BASIC EDUCATION INTERVIEW
Date_____

NAME_____ BIRTH DATE_____
Last First Middle Month Day Year

HOMETOWN ADDRESS_____ PHONE_____

RESIDENCE ADDRESS_____ PHONE_____

FAMILY STATUS: _____Married _____Divorced _____Separated

Spouse's Name _____ Occupation _____

Children _____ _____
Name Age Name Age

_____ _____
Name Age Name Age

_____ Single

Father's Name _____ Occupation _____

Mother's Name _____ Occupation _____

Sisters _____ Brothers _____

EDUCATION: Last school attended _____
Name of school Grade completed

Comments: _____

INTERESTS: Church Preference _____

Organizations _____

Hobbies _____

HEALTH PROBLEMS: Eyes_____ Glasses_____
Ears_____ Other _____

WORK AND MILITARY EXPERIENCE:

1. Military Experience: _____

2. Current Employment: _____
Firm Address

A.B.E. GOALS:

_____Reading (phonics) _____Spelling _____English _____ Math _____ Writing

COMMENTS: _____

_____

Date _____ Student _____

I. Days of The Week

_____

_____

_____

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_____

_____

II. Months

_____

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III. A. B. C.'s (capital and small)

(manuscript)

_____ _____

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APPENDIX B

PRE-POST INVENTORY

STUDENT _____

INTERVIEW _____ WITHDRAWAL _____ HOURS ____

ORIENTATION	WRAT	Reading		
		Spelling		
		Math		
MATH	Sullivan Placment-Math Exam			
	Timed Facts:	Addition		
		Subtraction		
		Multiplication		
		Division		
	C.T.B.	E - Level		
		M - Level		
		D - Level		
LANGUAGE:		ABC'C--Days-Months		
		Personal Letter		
		C.T.B. Language		
		Pre - GED		
READING	Gallistel-Ellis --	Sounds A		
		Reading B-1		
		Spelling B-2		
		Irregular		
		Dolch		
		Nonsense		
		Locator		
	C.T.B. ----	E - Level		
		M - Level		
		D - Level		

Word Analysis Test

Handbook of Instructions

Test No. 1 Naming Capital Letters and Small Letters

Let each student name both capital and small letters. Circle the letters not known in red. Record the number of letters known at the bottom of the sheet.

Test No. 2 Printing Letter Names

Print the letter b. Print a capital letter B and a small letter b. (Demonstrate to the students where they will record the capital letter and the small letter on the answer sheet. Check to see that the students have followed the directions correctly.)

Dictate the following:

Print the letter -

1. b
2. s
3. h
4. a
5. w
6. m
7. r
8. p
9. o
10. x
11. y
12. z
13. k
14. c
15. q
16. t
17. v
18. e
19. l
20. n
21. d
22. j
23. i
24. f
25. g
26. u

Test No. 3 Beginning Letter Sounds and Blends

Point to Sample A at the top of your answer sheet. (Demonstrate.) You will notice that a part of the word is missing. Which part is missing? (The beginning is missing.) I am going to say the word. Listen very carefully to the first two sounds. Be able to tell me the first two letters that should be printed in the blank beside Sample A. The word is branch. Dad cut the branch off the tree. What will you print in the blank? (br) Br is correct. Print br in the blank beside Sample A. (Check to see that the students have followed the directions correctly.)

Now look at Sample B. The first letter of this word is missing. Listen to the first sound in the word, fox. A fox is an animal. What letter goes in the blank? (f) F is correct. Print f in the blank beside Sample B. (Check to see that the students have followed the directions correctly.)

The rest of the test will be done in this same way. In doing words 1-21 listen to the first sound. Print the letter that makes this sound in the blank.

Dictate the following:

1. zebra, A zebra is an animal. zebra
2. moustache, The man grew a moustache. moustache
3. yellow, Color the sun yellow. yellow
4. hope, I hope I get a new bike. hope
5. fire, Put out the fire. fire
6. kite, Let's fly this kite. kite
7. tent, We slept in the tent. tent
8. pests, Some bugs are pests. pests
9. lemon, A lemon is a fruit. lemon
10. jam, I like jam on bread. jam
11. candle, Light the candle. candle
12. garden, I planted flowers in my garden. garden
13. wide, The door is wide. wide
14. doughnut, May I have a doughnut. doughnut
15. violets, Violets are flowers. violets
16. building, That is a tall building. building
17. napkin, Wipe yourself with a napkin. napkin

Test No. 3 cont.

18. supper, Eat your supper. supper

19. wish, I wish I had a bicycle. wish

20. guard, I will guard the precious jewels. guard

21. name, What is your name? name

From now on you must listen to the first two sounds in these words. Print the letters that make those sounds in the blank.

22. bring, Bring this book to the library. bring

23. thank, Thank you for the present. thank

24. smash, Smash went the cup on the floor. smash

25. spill, Do not spill the water. spill

26. swim, Can you swim? swim

27. twig, The twig has leaves on it. twig

28. shot, Dad shot the wolf. shot

29. stem, A flower has a stem. stem

30. when, When will you come again? when

31. clap, The baby can clap her hands. clap

32. truck, That is an oil truck. truck

33. drive, Can you drive? drive

34. flower, What a pretty flower! flower

35. cheese, Do you like to eat cheese? cheese

36. fresh, Fresh fruit and vegetables are good for you. fresh

37. grapes, Grapes grew on a vine. grapes

38. plate, I eat my food from a plate. plate

39. church, We go to church on Sunday mornings. church

40. thumb, I cut my thumb. thumb

Test No. 4 Ending Sounds and Blends

Point to Sample A at the top of your answer sheet. (Demonstrate.) You will notice that a part of the word is missing. Which part is missing? (The ending is missing.) I am going to say the word. Listen very carefully to the last two sounds in the word. Be able to tell me the last two letters that make those sounds. Print them in the blank beside Sample A. The word is push. Do not push on the stairs. What two letters should be put in the blank? (sh) Sh is correct. Print sh in the blank. (Check to see that the students have followed the directions correctly.)

Now look at Sample B. (Demonstrate.) The ending part of this word is again missing. Listen to the last sound in the word crab. A crab is a fish. What letter makes this sound? (b) B is correct. Print b in the blank. (Check to see that the students have followed the directions correctly.)

The rest of the test will be done in the same way. In doing words 1-12 listen to the first sound. Print the letter that makes the sound in the blanks.

Dictate the following:

1. fork, Eat with a fork. fork
2. plan, I have a plan for a party. plan
3. snug, The baby lay snug in his bed. snug
4. send, Send me a book. send
5. dream, I had a dream last night. dream
6. great, That was a great parade. great
7. trip, I took a trip to Florida. trip
8. tent, I slept in a tent. tent
9. glad, I was glad you got the prize. glad
10. girl, The girl had a pretty dress. girl
11. crib, Put the baby in the crib. crib
12. bus, I take a bus to school. bus

Test No. 4 cont.

Now listen to the last two sounds in these words. Print the letters that make these sounds in the blanks.

Dictate the following:

13. splash, Splash went the boy in the water. splash

14. punch, The boy began to punch with his fists. punch

15. mist, A light rain is sometimes called a mist. mist

16. cloth, I am making a suit out of this cloth. cloth

17. first, You are in the first grade. first

18. hatch, A chicken will hatch from this egg. hatch

19. crisp, I like to eat crisp bacon. crisp

20. tooth, I have a loose tooth. tooth

Test No. 5 Rhyming Words

Rhyming words are words that sound alike in the middle and at the end. For example, fan and can rhyme and so do crawl and brawl. These words rhyme because they sound alike in the middle and at the end. Listen to these words, many, mother. Do they rhyme? (NO) You are correct, they do not rhyme. Who can tell me why they do not rhyme? (Because they do not sound the same in the middle and at the end.)

Now listen very carefully to this set of words, flash, clash. Do flash and clash rhyme? (Yes) Then circle the Yes beside Sample A on your answer sheet. (Demonstrate. Following this, check to see that the students understand the directions given.)

Listen to this set of words, blame, book. Do blame and book rhyme? (No) No is correct. Circle the No beside Sample B on your answer sheet. (Demonstrate. Check to see that the students understand the directions.)

You will do the rest of the test in the same way. If the pairs of words rhyme, circle yes. If the pairs of words do not rhyme, circle No. Are there any questions? (Clarify any misunderstandings.)

Dictate the following:

1. ring, sank
2. hand, sent
3. pass, mass
4. pig, big
5. sit, fit
6. broke, board
7. fun, bun
8. pin, sin
9. fed, fish
10. boy, stay
11. clay, claw
12. cow, bow
13. house, mouse
14. come, some
15. but, cut
16. fun, food
17. ham, hand
18. cool, tool
19. this, miss
20. tack, match
21. thank, bank
22. but, lad
23. tree, bee
24. bell, melt
25. calf, have
26. top, flop
27. love, look
28. log, frog
29. troll, poll
30. cup, cut
31. hid, dig
32. spike, hike
33. hen, need
34. blot, frog
35. thrill, quill
36. flap, clap
37. flake, brake
38. brook, shook
39. blown, blown
40. crook, clip

Test No. 6 Phonograms

Look at Sample A at the top of your answer sheet. (Demonstrate.) What letters will you put with the letter t to make the word tin? (in) In is correct. Draw a line from the letter t to the letters in. (Demonstrate on the blackboard.)

Look at Sample B. What letters will you put with the letter s to make the word sunk? (unk) Unk is correct. Draw a line from the letter s to the letters unk. (Demonstrate on the blackboard.)

The rest of the test is done in the same way. (Clarify any confusion at this point.)

Dictate the following:

1. fin, A fish has a fin. fin
2. sand, At the beach we play in the sand. sand
3. strike, If you strike the match, you will get fire. strike
4. this, This is my house. this
5. flake, There wasn't a flake of snow on the ground. flake
6. broke, The glass broke into little pieces. broke
7. book, I like this book. book
8. clown, The clown was funny. clown
9. bed, It is time to go to bed. bed
10. toy, The baby is playing with his toy. toy
11. clay, Jim made a clay animal. clay
12. has, He has my pencil. has
13. dig, Dig the dirt with the shovel. dig
14. blouse, I got a skirt and blouse at the store. blouse
15. flag, Wave the flag. flag
16. moon, The moon is shining. moon
17. fun, We had fun at the party. fun
18. clam, We took the clam out of its shell. clam
19. bit, The dog bit me. bit
20. come, Come with me. come
21. shack, The poor woman lived in a shack. shack

Test No. 6 (cont'd)

22. bank, Put your money in the bank. bank

23. shut, Please, shut the door. shut

24. shell, I found a sea shell. shell

25. stall, The horse was in his stall. stall

26. drill, I am going to drill a hole in the wall. drill

27. flame, See the flame in the fireplace. flame

28. frog, The frog sat by the pond. frog

29. tree, I planted a tree. tree

30. cup, May I have a cup of tea. cup

31. hid, We hid the present. hid

32. cool, It was a cool day. cool

33. den, A lion lives in a den. den

34. toll, We had to pay a toll to ride in the new highway. toll

35. trot, The horse began to trot. trot

36. shop, I like to shop with Mother. shop

37. clap, Clap your hands. clap

38. string, I need some string to tie this package. string

39. plow, Plow the land with the tractor. plow

40. flat, I want a smooth and flat board. flat

Test No. 7 Vowels

This is a test on short and long vowels. What are the vowels? (a, e, i, o, u.) A E I O U are correct. (Print these on the blackboard.) Point at picture No. 1. That is a picture of a hat. Look below at the picture. What vowel is missing in the word hat? (a) A is correct. Print a in the blank.

You will do the rest of the test in this way, putting in the missing vowels. I will name each picture for you. After I name the picture you will think of the missing vowel or vowels that goes in the word, then print it. (Give students enough time to think of the vowel and to write it before naming the next picture.)

Names of the pictures are as follows:

1. hat
2. elephant
3. umbrella
4. boat
5. cake
6. octopus
7. ice cream
8. pig
9. ice cube
10. leaf
11. kite
12. apron
13. Indian
14. brush
15. dress
16. ear
17. apple
18. socks
19. ring
20. gun

Form developed by Kathryn Froemming
Hutchinson, Minn.

Student _____

* R-Reading
* S-Spelling

	Date	Score
Reading		
Spelling	Date	Score

THE DOLCH WORD LIST

	R.	S.		R.	S.		R.	S.		R.	S.
[1] A			me			run			then		
I			look			they			but		
too			can			that			as		
to			good			going			under		
two			brown			did			before		
the			six			who			walk		
in			be			like			stop		
see			today			come			out		
into			not			had			his		
and			little			saw			make		
up			one			no			your		
blue			black			long			ride		
she			my			yes			help		
yellow			at			an			call		
he			all			three			here		
go			so			this			sleep		
you			by			around			cold		
we			do			was			will		
big			are			just			pretty		
red			him			ten			them		
jump			her			get			when		
it			on			if			round		
play			green			[4] soon			[2] m		
down			eat			its			white		
for			[3] four			some			funny		
old			said			from			put		
[2] is			away			fly			take		

	R.	S.		R.	S.		R.	S.		R.	S.
of			seven			small			don't		
say			right			find			gave		
or			why			could			every		
ran			please			fall			which		
work			upon			think			our		
with			give			far			want		
there			once			6 found			thank		
about			together			read			better		
after			us			were			clean		
what			tell			best			been		
ask			ate			because			never		
sing			where			grow			write		
must			many			fast			those		
five			warm			off			first		
myself			laugh			draw			these		
over			live			bring			both		
5 cut			now			got			shall		
let			came			always			own		
again			buy			much			hurt		
new			very			does			eight		
well			hold			show			wash		
have			would			any			full		
how			hot			try			use		
keep			open			kind			done		
drink			light			wish			start		
sit			their			carry					
made			pull			know					
went			may			only					
has			goes			pick					

Form developed by Kathryn Froemming, Hutchinson, Minn.

Gallistel-Ellis

(pre)	READING B1	(post)
Date _____	READING PHONETICALLY REGULAR WORDS	Date _____
Time Begun _____		Time Begun _____
Time Finished _____		Time Finished _____
Student _____		

					Date		
I.	can	big	hop	cup	red		
	fat	kid	job	sum	peg		
	pal	mix	rot	hub	yet		
	jam	vim	fox	yum	web		
	lan	siv	wot	sud	ket		
					25 Total	Score	Score
II.	that	kiss	stop	hung	help		
	black	mint	prod	spun	smell		
	flat	frisk	strong	trunk	chest		
	cran	glim	clob	grum	ject		
					20 Total	Score	Score
III.	make	kite	hope	tube	she		
	plate	drive	slope	flute	spy		
	-tate	-vide	-plode	-pute	-late		
					15 Total	Score	Score
IV.	match	bridge	hose	fudge	cent		
	rage	price	dodge	huge	fence		
	ratch	cin	podge	-duce	gen		
					15 Total	Score	Score
V.	may	pie	soak	spoon	reach		
	sail	might	joy	stout	head		
	haul	hook	soil	clown	cheek		
	crawl	chalk	slow	glue	grow		
	vain	wright	soil	cruit	tween		
					25 Total	Score	Score

					Date		
VI.	star spare	dirt hire	cord chore	burn cure	herd cheer		
	gar-	-spire	-nore	tur	car-		
					Total 15	Score	Score
VII.	candy magnet table party	kitten hiding rifle finest	wobble goblin hopping folly	puddle puppies bugle gunned	fender velvet batter sextet		
	fambin	fimmer	goddy	hufer	bezzle		
					Total 25	Score	Score
VIII.	station fantastic	administer indicate	explosion photograph	suction instrument	envelope entertain		
	satponder	dipsoping	lopatcom	tumsiptic	esterpin		
					Total 15	Score	Score
IX.	was could mother laugh	have where does pull	what always whose nothing	one again above toward	many because thought honest		
					Total 20	Score	Score
					Total		

Form developed by: Kathryn Froemming
Hutchinson, Minn.

Gallistel-Ellis

NAME _____

Date		
Time Begun		
Time Finished		

B.2. SPELLING PHONETICALLY REGULAR WORDS

	Date		
I.	One syllable short vowel words with single consonants: 1. cab 2. him 3. top 4. run 5. yes 6. van 7. kit 8. box 9. lug 10. jet Total 10	Score	Score
II.	One syllable short vowel words with consonant combinations: 1. fast 2. ring 3. spot 4. just 5. well 6. thank 7. quit 8. clock 9. shrunk 10. spent Total 10	Score	Score
III.	One syllable long vowel words: 1. rake 2. time 3. stone 4. tune 5. spry Total 5	Score	Score
IV.	One syllable words with soft c and g, -tch, -dge, s (z): 1. cage 2. mice 3. chose 4. crutch 5. ledge Total 5	Score	Score
V.	One syllable words with common vowel combinations: 1. stay 2. tie 3. soak 4. toy 5. reach 6. sprain 7. fight 8. slow 9. moon 10. teeth 11. claw 12. walk 13. oil 14. found 15. few Total 15	Score	Score
VI.	One syllable words with vowel -r combinations: 1. tar 2. stir 3. snore 4. turn 5. fear Total 5	Score	Score
VII.	Words with two short vowel syllables or with simple endings: 1. candle 2. simple 3. hoping 4. muddy 5. temper 6. safest 7. kitty 8. hotter 9. puzzle 10. endless Total 10	Score	Score

B.2. Spelling Phonetically regular Words, continued--Page 2

VIII. Multisyllable words: 1. addition 2. minister 3. forgotten 4. substitute 5. remember Total 5	Score	Score
IX. Spelling phonetically irregular words: 1. the 2. from 3. give 4. much 5. been 6. once 7. love 8. tough 9. sure 10. among Total 10	Score	Score
Total		

Form developed by Kathryn Froemming, Hutchinson, Minn.

Gallistel-Ellis

D. IRREGULAR WORDS

	Reading	Spelling	Dates			
1. the						
to						
do						
of						
was						
said						
have						
come						
some						
put						
2. from						
what						
want						
one						
done						
who						
two						
off						
are						
four						
3. would						
could						
should						
give						
live						
any						
many						
very						
today						
they						
4. were						
where						
there						
their						
much						
such						
which						
rich						
both						
always						
5. water						
watch						
wash						
again						
against						
says						
because						
been						
pretty						
friend						
6. only						
once						
often						
other						
mother						
brother						
does						
done						
goes						
gone						

Page 2 Irregular Words

	Reading		Spelling			Reading		Spelling			Reading		Spelling	
7. door					8. though					9. pull				
floor					through					full				
wham					thought					push				
whose					enough					sure				
lose					rough					busy				
love					tough					buy				
glove					cough					sugar				
above					laugh					Tuesday				
move					won					Wednesday				
prove					son					nothing				
10. roll					11. half					12. heart				
toll					answer					eye				
own					straight					clothes				
toward					flood					beautiful				
forward					blood					wolf				
among					honest					ocean				
front					honor					debt				
worn					hour					island				
ninth					scent					people				
truth					science					iron				

Form developed by Kathryn Froemming, Hutchinson, Minn.

STUDENT_____

Adapted Gallistel-Ellis

A. READING ISOLATED SOUNDS

		Date				Date					Date				
1.	a	ā ă	ā ă	ā ă	ā ă	th					scr				
	b					sh					spl				
	s	s z	s z	s z	s z	wh					spr				
	f					ch					squ				
	m					3. bl					5. -nd				
	t					cl					-st				
	c	s k	s k	s k	s k	fl					-nt				
	r					sl					-mp				
	h					pl					-sk				
	n					gl					-sp				
	p					pr					-ld				
	l					br					-lk				
	j					cr					-lp				
	g	g j	g j	g j	g j	dr					-lt				
	d					fr					-pt				
	v					gr					-ft				
	i	ĭ ī	ĭ ī	ĭ ī	ĭ ī	tr					-ct				
	w					tw					6. tch				
	k					dw					dge				
	ck					sk					kn				
	qu					sc					wr				
	x					sm					gn				
	y					sn					ph				
	z					sp					7. ar				
	o	ŏ ō	ŏ ō ŏo	ŏ ō ŏo	ŏ ō ŏo	st					er				
	e	ĕ ē	ĕ ē ĕe	ĕ ē ĕe	ĕ ē ĕe	sw					ir				
	u	ŭ ū	ŭ ū ŭu	ŭ ū ŭu	ŭ ū ŭu	4. shr					or				
2.	ng					thr					ur				
	nk					str					all				

A. READING ISOLATED SOUNDS

	Date				Date					Date				
alk					our					pro-				
8. ie	ē ī	ē ī	ē ī	ē ī	ure					pre-				
oe					10. -y					-age	ij			
ue					-ly					-ate				
ay					-ble					-oid				
ai					-dle					-tion				
ee					-ple					-sion				
ea	ĕ ē	ĕ ē	ĕ ē	ĕ ē	-tle					-ation				
ei	ā ē	ā ē	ā ē	ā ē	-s					-ic				
oa					-es									
ow	ow ō	ow ō	ow ō	ow ō	-ies									
ou	ow ō	ow ō	ow ō	ow ō	-ing									
ui	ū o͝o				-ful									
ew	ū o͝o				-ed	d ed t	d ed t	d ed t	d ed t					
eu	ū o͝o				-er									
oo	o͝o o͝o	o͞o o͝o	o͞o o͝o	o͞o o͝o	-est									
oy					-ness									
oi					-less									
aw					-ment									
au					-ish									
eigh					-ey									
igh					11. a-									
9. are					ad-									
air					in-									
ere					un-									
ear	er ar er	er ar er	er ar er	er ar er	ex-									
ire					be-									
ore					de-									
oar					re-									

Form developed by: Kathryn Froemming
Hutchinson, Minn.

Student _____ Reading Spelling

Date	Score
Date	Score

KUCERA - FRANCIS LIST *

	R	S		R	S		R	S		R	S
more			between			however			hand		
than			life			home			enough		
other			being			Mrs.			took		
time			day			thought			head		
such			same			part			yet		
man			another			general			government		
even			while			high			system		
most			might			school			set		
also			great			untied			told		
though			year			left			nothing		
back			since			number			night		
years			against			course			end		
way			used			war			called		
should			states			until			didn't		
each			himself			something			eyes		
people			few			fact			asked		
Mr.			house			through			later		
state			during			water			knew		
world			without			less			last		
still			plate			public					
ten			American			almost					
									Total		

* words not included on the Dolch List

Form developed by: Kathryn Froemming
Hutchinson, Minn.

Gallistel-Ellis

NONSENSE WORDS

STUDENT _____

Date		
Time begun		
Time finished		

Date			Date		
1. moop			17. ploag		
2. cymtal			18. chay		
3. cruge			19. zoin		
4. scutch			20. sproy		
5. slidge			21. frigh		
6. skark			22. houg		
7. slirm			23. trowt		
8. plerk			24. clind		
9. blorm			25. ty		
10. whurp			26. caby		
11. strone			27. raug		
12. graip			28. shaw		
13. neel			29. quaught		
14. creat			30. sneight		
15. ceim			31. blable		
16. squoap			32. twimple		
			Total		

TABE SCORING FORM

Student

California Testing Bureau						
LEVEL E	FORM (1)			FORM (2)		
Reading	Date			Date		
	Test	Score	G.P.	Test	Score	G.P.
(1) (A-B)	Vocabulary			Vocabulary		
(2) (C-E)	Comprehension			Comprehension		
	Total			Total		
Arithmetic	Date			Date		
	Test			Test		
(3) (A-C)	Reasoning			Reasoning		
(4) (D-F)	Fundamentals			Fundamentals		
	Total			Total		

Developed by:

Kathryn Froemming
Hutchinson, Minn.

TABE SCORING FORM

Student_____

CALIFORNIA TESTING BUREAU						
LEVEL M	Form (1)			Form (2)		
Reading	Test Date			Test Date		
	Test	Score	G. P.	Test	Score	G. P.
(1) (A-B)	Vocabulary			Vocabulary		
(2) (E-G)	Comprehension			Comprehension		
	Total			Total		
Arithmetic	Test Date			Test Date		
	Test	Score	G. P.	Test	Score	G. P.
(3) (A-C)	Reasoning			Reasoning		
(4) (D-G)	Fundamentals			Fundamentals		
	Total			Total		
Language	Test Date			Test Date		
	Test	Score	G.P.	Test	Score	G. P.
(5) (A-C)	English			English		
(6)	Spelling			Spelling		
	Total			Total		
LEVEL D	Form (1)			Form (2)		
Reading	Test Date			Test Date		
	Test	Score	G.P.	Test	Score	G. P.
(1) (A-D)	Vocabulary			Vocabulary		
(2) (E-G)	Comprehension			Comprehension		
	Total			Total		
Arithmetic	Test Date			Test Date		
	Test	Score	G. P.	Test	Score	G. P.
(3) (A-C)	Reasoning			Reasoning		
(4) (D-G)	Fundamentals			Fundamentals		
	Total			Total		
Language	Test Date			Test Date		
	Test			Test		
(5) (A-C)	English			English		
(6)	Spelling			Spelling		
	Total			Total		

Developed by Kathryn Froemming, Hutchinson, Minn. 55350

Form developed by Kathrun Froemming, Hutchinson, Minn.

Scoring Form for Gallistel-Ellis

Student

Test A. READING - Isolated Sounds

No.	Test	Dates	Pre	Post
I	Consonants - Vowels	27		
II	Digraphs	6		
III	Blends	22		
IV	Clusters	7		
V	Endings	13		
VI	Tch - dge Endings	6		
VII	Vowels - r	7		
VIII	Vowel Teams	21		
IX	R - teams - e	9		
X	Suffixes	19		
XI	Prefixes	17		
		154 Total		

4.) IRREGULAR WORDS

Reading Pre	Reading Post	Dates	Spelling Pre	Spelling Post
		1. 10		
		2. 10		
		3. 10		
		4. 10		
		5. 10		
		6. 10		
		7. 10		
		8. 10		
		9. 10		
		10. 10		
		11. 10		
		12. 10		
		120 Total		

2.) Reading B. 1

No.	Score	Pre	Post	TEST
I	25			Short Vowels Consonants
II	20			Short Vowels Consonant Comb
III	15			Long Vowel
IV	15			c,g,tch,dge,s,z
V	25			Vowel Combinations
VI	15			Vowels - 4
VII	25			Short Vowels Simple Endings
VIII	15			Multisyllable Words
IX	20			Irregular words
Total	175			

3.) Spelling B. 2

No.	Pre	Post
10		
10		
5		
5		
15		
5		
10		
5		
10		

5.) DOLCH WORDS

Reading Pre	Reading Post	Date	Spelling Pre	Spelling Post
		1. 26		
		2. 25		
		3. 25		
		4. 48		
		5. 48		
		6. 48		
		220 Total		

6. NONSENSE WORDS

Dates	Pre	Post
32		

SAMPLE STUDENT FILE

Student H A V T I A B E

Quarter _____ Fall _____ Winter _____ Spring

A. B. E. GOAL	____ Math ____ Reading ____ Spelling ____ Writing ____ English

DAILY LESSON PLAN

ate		Date	

READING -- "Trouble-Spots"

The student records his errors made on the test of isolated sounds.

Student _____ Date _____

I. Consonants Short Vowel	II. Digraphs	IV Clusters	VI Tch-dge	VIII Vowel Teams	IX R-Teams-e	XI Prefixes
	III Blends	V Endings	VII Vowels -r			
					X Suffix	

Student_____

On this sheet the student records any spelling errors he has made on the tests and in his daily written work.

SPELLING LIST

B-2	Irregular	Notebook	Dolch

STUDENT

WIDE RANGE ACHIEVMENT TEST

READING		Date	
		Score	
		Level	
SPELLING		Date	
		Score	
		Level	
MATH		Date	
		Score	
		Level	

APPENDIX C

APPENDIX

Comprehension questions for 3 main levels:

SAMPLE QUESTION	COMPREHENSION SKILL TESTED
Level I (grade 1-3)	
1. What name would you give to this story?	Main Idea
2. Who was chasing Mother Blacktail?	Important Fact
3. What did Mother Deer do first when she heard the dog?	Sequence
4. Do you think that this was a good trick? Why or why not?	Interpretation
5. What do you think Mother Deer would do if she heard a hunter?	Prediction
Level 2 (grade 4-5)	
1. What would be a good name for this story?	Main Idea
2. What was the whale called?	Important Fact
3. What did the whale do first?	Sequence
4. Was he well named the Bad White Whale? Why do you think so?	Opinion
5. What is meant by "the water changed color with the sky"?	Imagery
6. Do you think Fisherman Bill had ever been shipwrecked by the Bad White Whale? Why do you think this?	Drawing Conclusions
Level 3 (grade 6-8)	
1. What do you think would be a good name for this story?	Main Idea
2. When did the skyrocket break away from the B-29?	Main Idea
3. What happened after Bill's fuel was gone?	Sequence

Appendix continued

SAMPLE QUESTION	COMPREHENSION SKILL TESTED
Level 3 cont.	
4. Was Bill Bridgeman a brave man? Why or why not?	Judgement & Reasoning
5. What do you think happened after Bridgeman's 1951 flight?	Prediction

Appendix continued

THE SMOG READABILITY FORMULA

The SMOG ("Simple Measure of Gobbledygook") is a readability formula which will aid in determining text levels. It consists of the four following procedures:

1. Count 10 consecutive sentences near the beginning of the text to be assessed; 10 in the middle and 10 near the end.

2. In the 30 selected sentences count every word of three (3) or more syllables.

3. Estimate the square root of the number of polysyllable words counted. (Use a table)

4. Add 3 to the approximate square root. This gives the SMOG Grade, which is the reading grade that a person must have reached if he is to understand fully the text assessed.*

*McLaughlin, Journal of Reading, Dec., 1969, p. 210.